DOCUMENT RESUME

ED 089 862 PS 007 212

TITLE	Preschool Learning Adjustment Needs.
INSTITUTION	Sandusky County Board of Education, Fremont, Ohio.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus.
PUB DATE	[73]
NOTE	72p.; A few pages may not reproduce clearly
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Child Development; *Educationally Disadvantaged; Handicapped Children; *Intervention; Objectives; Preschool Curriculum; *Preschool Programs; *Prevention; *Program Descriptions

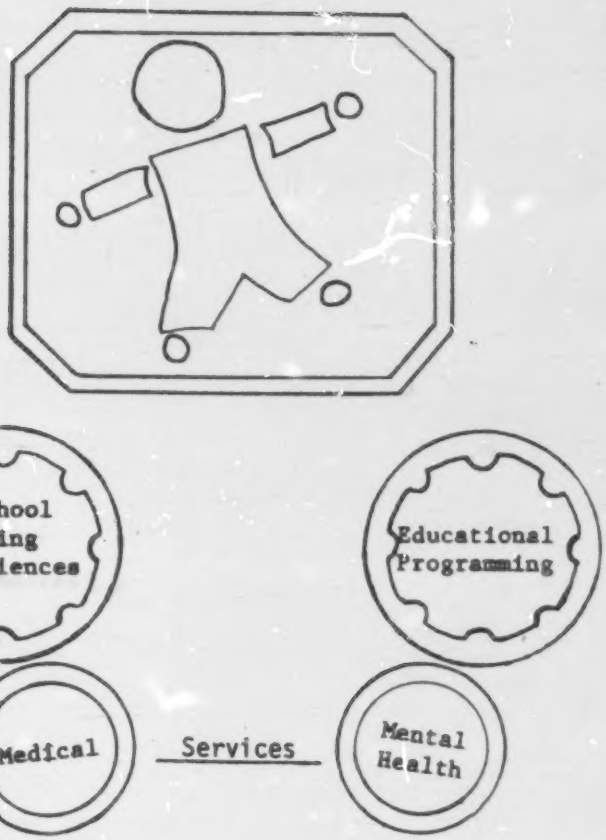
ABSTRACT

This document describes the purposes and functions of Project P.L.A.N. (Preschool Learning Adjustment Needs). It is a prevention oriented program, designed to detect existing and potential barriers to learning in young children before they enter school so that individualized developmental programs can be designed and implemented early in their school careers. The developmental curriculum attempts to provide positive learning experiences in areas of perceptual-cognitive, language, emotional, physical, and social development. The three major thrusts of the P.L.A.N. Program are: (1) a spring preschool learning assessment and early detection screening of children old enough to enter kindergarten the following fall, with follow-up summer activities for some handicapped children, (2) program implementation based on the Developmental Learning Curriculum, including special inservice teacher training, and (3) diagnostic referral services. Each of these program aspects is discussed in detail. (DP)

ED 089862

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PRESCHOOL LEARNING ADJUSTMENT NEEDS



PS 007212

PROJECT P.L.A.N.....established under Title III, ESEA,
U.S. Department of Education

Sponsored by Sandusky County Board of Education, Fremont, Ohio

The work presented or herein reported was performed pursuant to a grant from the Ohio Department of Education, ESEA Title III Office. However, the opinions expressed herein do not necessarily reflect the position or policy of the Ohio Department of Education, and no official endorsement by the Ohio Department of Education should be inferred.

Richard L. Hills, Director
Project P.L.A.N.

FORWARD

It is the purpose of this booklet to explain in a brief and concise fashion, the purposes and functions of Project P. L. A. N.

Initially, it must be said that Project P. L A. N. was developed in response to a recognized need for a better program for meeting the needs of children in the kindergarten-primary grades and the children about to enter kindergarten.

Essentially, Project P. L. A. N. attempts to know and understand these young children better, to improve upon the programs that the schools offer such children, and to provide diagnostic services to the children who experience difficulty during the kindergarten and primary grades.

Typically, the process of enrolling a child in the kindergarten is not given adequate attention. In most school systems, a brief registration form is completed by the parent, with little or no effort devoted to knowing the child's strengths and weaknesses.

Frequently, this enrollment procedure is followed by a kindergarten program which does not or can not respond to the differing needs of the children. Ultimately, retention in kindergarten and/or the primary grades is the product of the child's earliest experiences with the schools.

As the following information will attempt to explain, Project P. L. A. N. attempts to replace the traditional kindergarten registration with a planned coordinated program of pre-school assessment of the children, diagnosis of needs, prescriptions for improving learning conditions, and modifications of existing kindergarten and primary programs. Additionally, follow-up services are provided in most cases where needed, particularly medical follow-up.

We sincerely believe that the need for services of this type is universal although few schools currently attempt to meet this need. We are convinced that Project P. L. A. N.'s approaches to providing the necessary services are, in modified form, applicable to the great majority of school systems.

Richard P. Cummings
Superintendent
Sandusky County Schools

TABLE OF CONTENTS

Introduction and Rationale. . . . . Section I

Preschool Assessment and Screening. . . . . Section II

Program Implementation. . . . . Section III

Follow-through Services . . . . . Section IV

Note: Each section contains exhibits relevant to the discussion within that section.

Project P.L.A.N.

Sandusky County Schools

1236 Napoleon Street

Fremont, Ohio

43420

SECTION I

INTRODUCTION AND RATIONALE

INTRODUCTION AND RATIONALE

Each fall thousands of children enroll in school for the first time. This momentous occasion in our society's educational process marks "the beginning" of school for these adults-to-be. These children differ in size, color, ability, and "readiness" for formal learning. Their diversity spans an almost infinite spectrum. Yet, they share at least one commonality - teachers in schools enrolling these youngsters are generally unaware of their individual strengths and weaknesses - physical, emotional, social, intellectual, and academic.

Traditionally, schools have had little opportunity to promote the development of skills in early childhood (preschool) which are essential for school success. Furthermore, little is being done to assess the individual learning needs or specific learning disabilities of children prior to their entrance into the formal educational environment. Typically, after an undetermined number of days, months, or even years, weaknesses in a child may be identified, but all too frequently irreversible damage to a child's development has been done. For many children, the barriers to success in school are never diagnosed.

Educational disadvantagement is a serious problem of local, state, and national concern. Among the numerous remedies proposed, compensatory education is perhaps the most widely expostulated. Based upon the notion that educationally disadvantaged children have certain defects that must be overcome, compensatory educational programs have reported positive results at various school levels. Though most of these programs claim that they are designed to achieve the twin goals of remediation and prevention, most of them have operated long on remediation and short on prevention. The ultimate challenge to American education is to eliminate the need for remediation (compensatory education) by eliminating educational disadvantagement.

Project P.L.A.N. is designed to detect existing and potential barriers to learning in young children before they enter school, so that individualized developmental programs can be designed and implemented early in their school careers. This special consideration for educational planning should prevent many children from experiencing the devastating emotional frustrations of school failure, which so frequently and rapidly compound themselves. Any experience for children of this age is an educational experience, either negative or positive. We propose a developmental learning curriculum which will substantially assure a maximum number of positive learning experiences in all areas of development; perceptual-cognition, language, emotional, physical, and social.

The Developmental Model

In view of the impact of early educational experiences on the subsequent development of the "total" child, it is imperative that these experiences provide maximum opportunities for desirable learning to take place. Traditionally, public schools have concentrated upon structured educational activities beginning in first grade, with considerably less concern for the learning experiences which precedes first grade. As a result, many children have suffered the disadvantages of depressed skills and the development of learning disabilities characterized by cumulative deficits in terms of school achievement.

The Developmental Model for Programs of Early Education (Exhibit A, next page) is proposed as the foundation upon which a Developmental Learning Curriculum can be designed and implemented. Development of the "total" child is seen as encompassing four inter-related areas: physical, behavioral, intellectual, and creative. Learning experiences structured to promote proper growth in these areas are the product of an almost infinite number of activities which can and should be planned for the child, based upon his developmental needs. Sequentially, the processes range from assessment, diagnosis, prescription, implementation, and re-assessment.

Beginning with the Preschool Learning Assessment which includes vision, hearing, speech, language, social maturity, motor skills, and the compilation of a comprehensive medical history, a determination is made concerning the child's need for further diagnosis in any of the assessed areas. Diagnosis reveals the intensity of the child's needs and results in recommendations and prescriptions for corrective actions. The prescription is a plan of action which may include the combined efforts of the parents, the teacher, special school personnel and other specialists. The teacher and special school personnel prescribe individualized programs of learning activities for children with extraordinary educational needs.

Implementation also involves the parents, the teacher, special school personnel, and other specialists. Measurable behavioral objectives are recommended because they are individualized, they have been used effectively with most types of children, and they provide a system for measuring progress. Re-assessment occurs continually as behavioral objectives are implemented and evaluated. It is recommended that comprehensive re-assessment be conducted to determine any need for adjustment or modifications of the learning activities.

The ideal expanding effective environment for the child results from a balanced input from the four basic areas of influence (parental, teacher, peer, and cultural) combined with the influence of the Developmental Learning Curriculum. The four arrows represent the thrusts of the combined influences and the Preschool Learning Assessment which increase the integration of learning activities from the four curricular areas, thus expanding the effective environment for the child.

The three major thrusts of the P.L.A.N. program are:

1. A spring preschool learning assessment and early detection screening of children old enough to enter kindergarten the following fall (approximately 1200 children each year) with follow-up summer activities for some handicapped children.

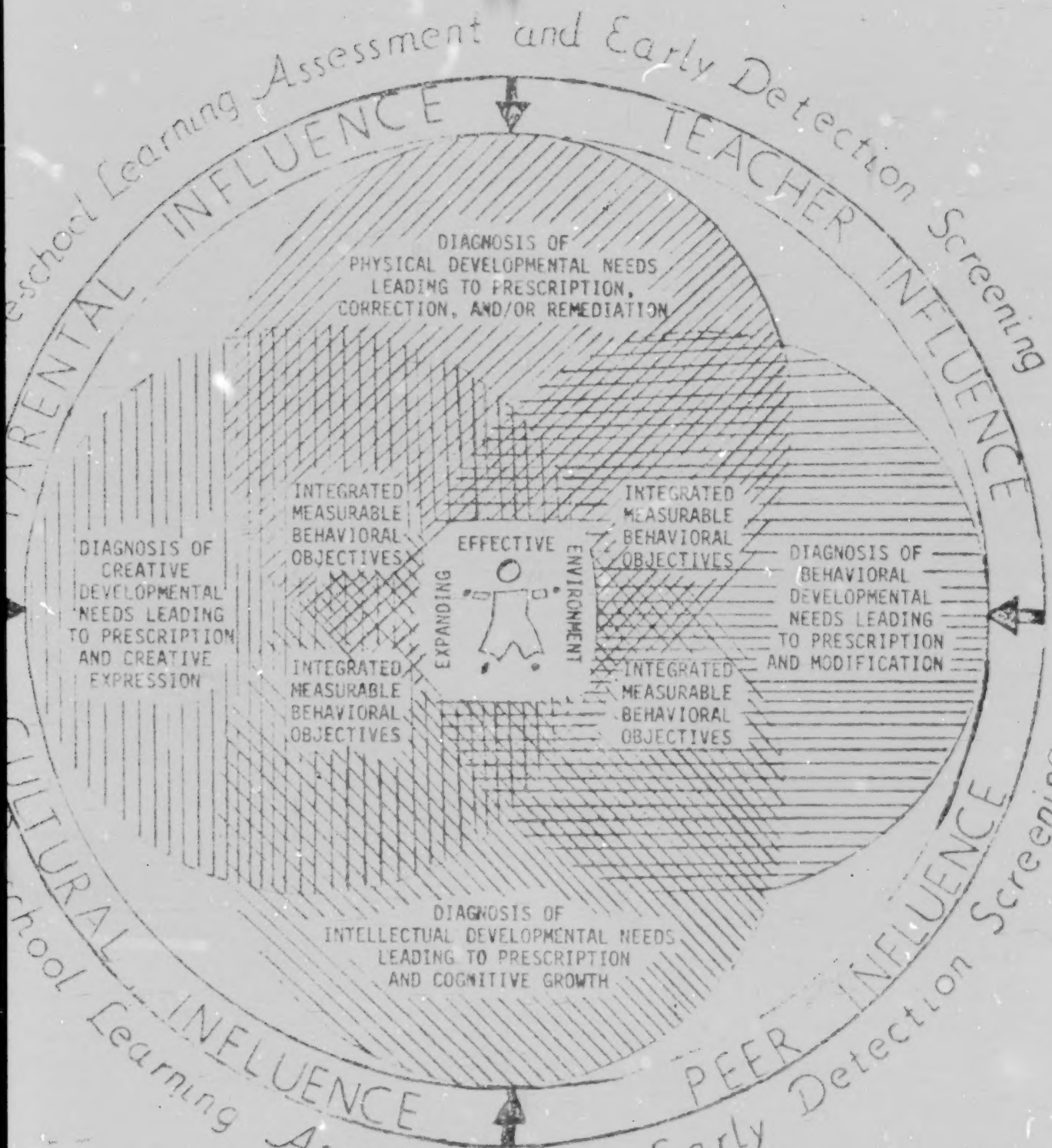
2. Program implementation based on a Developmental Learning Curriculum, and including teacher inservice and assistance in individualized educational programming and behavioral management (approximately 25 teachers each year).

3. Diagnostic referral services for children who may experience difficulties during the kindergarten and primary grades (approximately 400 children each year).

Parental involvement is encouraged in each of these areas of thrust. This involvement includes sharing of information, home activity recommendations, exposure of the parents to proven educational philosophies, and personal consultations with educational, mental health, and medical specialists.

Project P.L.A.N. was funded under Title III, ESEA, in September, 1970, with tentative approval for three years. Participating children are residents of Fremont, Clyde, Gibsonburg, Woodville and Lakota school districts. Project offices are located in Fremont, Ohio.

EXHIBIT A


Preschool Learning Assessment and Early Detection Screening
PARENTAL INFLUENCE
TEACHER INFLUENCE
DIAGNOSIS OF PHYSICAL DEVELOPMENTAL NEEDS LEADING TO PRESCRIPTION, CORRECTION, AND/OR REMEDIATION
INTEGRATED MEASURABLE BEHAVIORAL OBJECTIVES
INTEGRATED MEASURABLE BEHAVIORAL OBJECTIVES
DIAGNOSIS OF CREATIVE DEVELOPMENTAL NEEDS LEADING TO PRESCRIPTION AND CREATIVE EXPRESSION
EFFECTIVE
EXPANDING
ENVIRONMENT
DIAGNOSIS OF BEHAVIORAL DEVELOPMENTAL NEEDS LEADING TO PRESCRIPTION AND MODIFICATION
INTEGRATED MEASURABLE BEHAVIORAL OBJECTIVES
INTEGRATED MEASURABLE BEHAVIORAL OBJECTIVES
DIAGNOSIS OF INTELLECTUAL DEVELOPMENTAL NEEDS LEADING TO PRESCRIPTION AND COGNITIVE GROWTH
CULTURAL INFLUENCE
PEER INFLUENCE
Preschool Learning Assessment and Early Detection Screening

THE DEVELOPMENTAL MODEL FOR PROGRAMS OF EARLY EDUCATION

Project P.L.A.N.
Sandusky County Schools
1236 Napoleon Street
Fremont, Ohio
43420

SECTION II

PRESCHOOL ASSESSMENT AND SCREENING

PRESCHOOL ASSESSMENT AND SCREENING

Generally speaking, several weeks and sometimes months lapse after the beginning of the school year before kindergarten teachers have sufficient opportunity to become aware of the individual strengths and weaknesses which effect the learning progress of their pupils. Heavy kindergarten class loads and the lack of an established kindergarten curriculum (with built in diagnostic guidelines) are other factors which have probably contributed greatly to pupil academic failure.

The P.L.A.N. program assumes that competent kindergarten teachers, given adequate diagnostic information and recommendations early in the school year, provided with appropriate curriculum guidelines and sufficient special referral services, will substantially increase the probabilities of school success for many children. The preschool assessment and screening program is designed to identify children who may need diagnostic evaluation or who may need special consideration when instructional plans are being made.

During the preschool assessment and early detection screening each child is checked for normal speech, hearing, vision, motor development, social maturity and visual-motor integration. Attending parents complete a comprehensive medical history regarding their child. Information collected during the preschool screenings is studied for clues to possible learning problems and recorded in individual pupil summaries. One copy of this summary goes to the teacher and one remains in the child's P.L.A.N. file. Exhibit B includes a description of the assessment and screening activities. Samples of the forms and materials used are shown in later exhibits.

For maximum use of limited numbers of personnel, careful attention to scheduling is important. Parents are notified of the dates for screening and must contact the school for an appointment time. The following personnel are involved in the registration and screening activities:

Personnel Classification		Time Involvement During Screening
School Principal	(1)	Part time
Clerical Personnel	(2)	" "
Program Coordinator	(1)	Full time
Kindergarten Teacher	(1)	" "
Nurse	(1)	" "
Nurse or Technician	(1)	" "
Speech and Hearing Therapists	(2)	" "
Motor Development Therapist	(1)	" "
Psychologist or Counselor	(1)	" "
Educational Specialist	(1)	" "

Appointments are scheduled 10 at a time allowing at least 90 minutes for each group of 10. Two groups in the A.M. and one in the early P.M. permit the screening staff to devote a few minutes in the afternoon to "staffing" sessions regarding each child screened and the necessary record keeping which should be completed promptly.

Since few school buildings have adequate appropriate room facilities ready for all of the screening activities, careful planning for such facilities must be done well in advance of the screening dates. Kindergarten classes are not in session during the preschool screenings, thus freeing the teachers and their rooms. One room is designated as the "pooling area" where the participating children are involved in planned group activities and taken out to other screening stations a few at a time. Exhibit C lists activities prerequisite to the preschool screening program.

Exhibits D through J are samples of the forms and materials used in the screening and assessments program.

EXHIBIT B-1

PRESCHOOL SCREENING ACTIVITIES OF PROJECT P.L.A.N.

During March, April, and May, four and five year old preschoolers are registered for kindergarten and screened for any health or developmental conditions which might pose as barriers to effective learning during their crucial first year in school. Information obtained during the screening and assessment program serves as bases for individualized developmental programming when the children enter kindergarten in the fall.

The goals of the preschool screening program are:

1. Early detection of conditions or circumstances which may contribute to unsatisfactory learning progress.
2. Assistance to parents regarding any follow-up diagnosis or recommendations.
3. Maximum utilization of local and state resources for the benefit of preschool children.
4. Cooperation with all agencies providing services to children to avoid unnecessary duplication of service.
5. Collection of pupil information relevant to individualized kindergarten programming.

Screening activities are described on the following pages.

EXHIBIT B-2

Project P.L.A.N.

Preschool Registration and Screening Activities

Appointments are arranged by school personnel at the rate of 10 (as a group) every 90 minutes, 3 groups per day.

Spring Activities	Participants	Approx. Length of Time	Notes
Welcome & Orientation	Parents Principal Kdg. Teachers P.L.A.N. Coordinator	10 minutes	Assembly in the Kdg. room.*
Registration	Parents Clerical Personnel	5 minutes	Parents leave Kdg. room to provide registration data to clerical personnel. Proof of birthdate presented and recorded.
Medical History	Parents Nurse	25 minutes	Parents are cautioned that the information is confidential, and answering the questions is voluntary, not mandatory.
Vision Screening	Child Nurse or Technician	10 minutes	Children are taken to screening station 2 at a time. Includes visual acuity, refraction, muscle balance, color, and eye inspection.
Speech & Hearing Screening	Child Speech & Hearing Therapist	15 minutes	Children are taken to the screening station 3 or 4 at a time. Includes hearing acuity, oral inspection, language development assessment.
Motor Development Screening	Child Motor Development Therapist	5 minutes	Screening station is in Kdg. room. Gross deviance from norm is discussed with parents, with appropriate suggestions for summer activities.
Perceptual Development Screening	Child Educational Development Specialist	5 minutes	
Social Adjustment Assessment (on going activities throughout screening)	Children Psychologist or Counselor Educ. Dev. Specialist Kdg. Teacher	30 minutes	Screening is done in Kdg. room. Checklist is completed by each observer.**
Parent Briefing	Educ. Dev. Specialist + ??	Varies	Brief consultation prior to departure.

*Kindergarten classes are not in session during the screening activities.
**Parents are urged to observe "at a distance". The results are reviewed with the parents and specific home activities are recommended to improve social adjustment.

Exhibit C

Activities Prerequisite to Preschool Screening

A. Identification of eligible children.

Suggested Activities:

1. Request names (from parents of all children now in school) of any children who may be eligible.

2. News Release requesting parents of eligible children to contact school.

B. Notification to parents to establish appointment times.

Suggested Activities:

1. Direct letter

2. News Release

3. Telephone

C. Schedule appointments 10 at a time, 3 groups per day. Complete basic data on Summary Form when setting appointment.

D. Secure school registration forms and auxiliary help* if needed. Also, schedule screening time with school special service personnel.

E. Determine and reserve rooms to be used for screenings

Suggestion:

At least one kindergarten teacher and room should be freed by suspending kindergarten class(es) during screening.

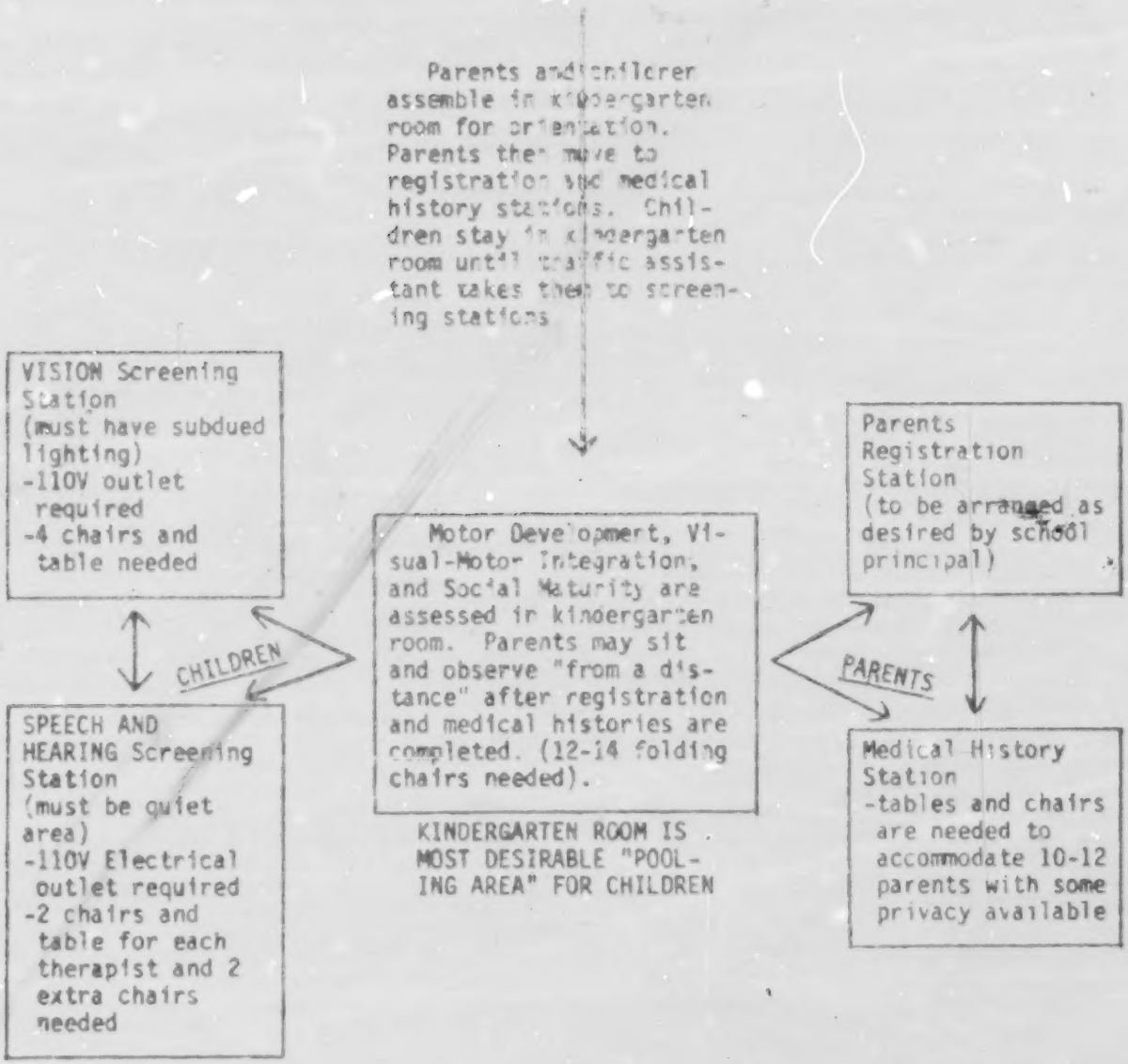
F. Notify parents of kindergartners regarding suspension of classes.

G. Preview screening and assessment routine with participating school personnel and program coordinator.

*Parents or older students are valuable traffic flow assistants.

Exhibit C-2

Space Requirements for Preschool Screening and Assessment


Parents and children assemble in kindergarten room for orientation. Parents then move to registration and medical history stations. Children stay in kindergarten room until traffic assistant takes them to screening stations
VISION Screening Station (must have subdued lighting) -110V outlet required -4 chairs and table needed
Motor Development, Visual-Motor Integration, and Social Maturity are assessed in kindergarten room. Parents may sit and observe "from a distance" after registration and medical histories are completed. (12-14 folding chairs needed).
KINDERGARTEN ROOM IS MOST DESIRABLE "POOLING AREA" FOR CHILDREN
Parents Registration Station (to be arranged as desired by school principal)
CHILDREN
PARENTS
SPEECH AND HEARING Screening Station (must be quiet area) -110V Electrical outlet required -2 chairs and table for each therapist and 2 extra chairs needed
Medical History Station -tables and chairs are needed to accommodate 10-12 parents with some privacy available

NOTE: IF AT ALL possible kindergarten room and children's screening station should be on one floor.

(mobile unit may be available through Project PLAN for Speech and Hearing Screening)

EXHIBIT D

CONFIDENTIAL AND PRIVILEGED MEDICAL

AND FAMILY HISTORY FORM

The information requested in this form is needed in order to plan adequately to meet the needs of the individual child. If you object to any of the questions asked, it is your privilege to omit those items.

Child's Name _____ Birthdate _____
(Last) (First) (Middle)

School _____ Grade _____

Sex: M F Place of birth _____
(County) (State)

	Mother	Father
Name	_____	_____
Address	_____	Telephone _____
Occupation	_____	_____
Age	_____	_____
Education	_____	_____
General health	_____	_____
Serious illness	_____	_____

Are the parents living together? Yes No

Is there a step parent living in the home? Yes No

Other relative? Yes No

Name and address of family doctor _____

Number of children in family:

Brothers _____ older _____ younger

Sisters _____ older _____ younger

Have any of the children had any serious illness? Yes No

If yes, explain briefly _____

_____

Project P.L.A.N., 1236 Napoleon St., Fremont, Ohio

FAMILY HISTORY

Kindly circle any of the following diseases which parents, grandparents, aunts, uncles, or brothers or sisters have had:

Seizures Nervous Breakdown Tuberculosis Heart Disease

Diabetes Allergies Blindness Deafness Serious skin conditions

Other_____

Have any of your children died? Yes No

If yes, give cause of death_____

Is this child adopted? Yes No

If yes, at what age?_____

PREGNANCY AND BIRTH

Did you have any illness during pregnancy? Yes No

If yes, explain briefly_____

Were you involved in a bad fall or any accident during pregnancy? Yes No

If yes, explain briefly_____

Did you have any unusual physical or emotional strain during pregnancy? Yes No

If yes, explain briefly_____

Was labor difficult? Yes No

Length of active labor_____

Was infant full term? Yes No

Premature? Yes No

Overdue? Yes No

Birth Weight_____

Type of delivery: (Check the one which applies)

Spontaneous Forceps Caesarean

Was it necessary to give the infant oxygen? Yes No

If yes, how long?_____

Is this child a twin? Yes No

APPEARANCE OF CHILD IN FIRST FEW WEEKS OF LIFE

Did baby appear yellow? Yes No

Did baby have any breathing difficulty? Yes No

Did baby have blue lips? Yes No

Did baby have any convulsions or twitching? Yes No

Did baby do a lot of vomiting? Yes No

Was baby irritable? Yes No

Was baby listless? Yes No

FEEDING AND DIGESTION

Was there a lot of colic or any unusual feeding problem in the first three months?

Yes No

Is your child's appetite good now? Yes No

Any problem with diarrhea? Yes No

Any problem with constipation? Yes No

DEVELOPMENTAL HISTORY

Kindly give an approximate age at which your child did the following things:

Motor

Lifted head when on stomach_____

Balanced head when propped_____

Sat alone_____

Crept_____

Stood alone_____

Walked_____

Climbed steps_____

Ran_____

Rode tricycle_____

Visual and Manual

Followed object with eyes_____

Reached for objects_____

Threw ball_____

Language

Cooed and laughed_____

Turned head toward voices_____

Jabbered_____

Said mama, dada_____

Said three word sentences_____

Social

Smiled_____

Recognized strangers_____

Waved bye_____

Toilet trained for bladder
Day_____

Night_____

Toilet trained for bowel_____

Fed self with spoon_____

Dressed self_____

Adjusted to parents leaving_____

When your child was running or walking rapidly did he or she fall a lot?

Frequently_____ Seldom_____ Never_____

Has your child ever attended Head Start? Yes No

Has your child ever attended Nursery School? Yes No

Has your child attended Sunday School? Yes No

INFECTIONS, ILLNESS AND MISCELLANEOUS

Has your child had 3 attacks of severe earache in the last year? Yes No

Has your child had at least 3 throat infections with fever in the last year?

Yes No

Any trouble with urination? Yes No

Ever had a convulsion? Yes No

If yes, explain briefly_____

_____

Ever had frequent high fevers? Yes No

Kindly circle any of the following diseases your child has had:

3-day measles diphtheria "hard" measles scarlet fever mumps

tuberculosis chickenpox poliomyelitis whooping cough menningitis

Has your child had removal of tonsils and adenoids? Yes No

Been in hospital? Yes No

For what?_____

Had any serious accidents or injuries? Yes No

If yes, explain briefly_____

Ever had a serious head injury? Yes No

If yes, explain briefly_____

Was the child unconscious? Yes No

If yes, how long?_____

Is your child allergic to anything? Yes No

If yes, explain briefly_____

Ever had eczema or hives? Yes No

Ever had wheezing or asthma? Yes No

BEHAVIOR

Does your child have any trouble getting along with other children? Yes No

Kindly circle any of the following which may apply to your child:

bites nails is irritable is hyperactive (has been that way since birth Yes No)

destructive sucks thumb wets bed is very excitable temper tantrums

can't toilet train is afraid has short attention span

IMMUNIZATIONS

D.P.T. (3 in series) Yes No

Booster dates_____

Smallpox vaccination Yes No

German measles (Rubella) Yes No

Hard Measles (Rubeola) Yes No

Polio

Salk Yes No

Sabin Yes No

DENTAL

Has your child ever seen a dentist? Yes No

Are there dental problems? Yes No

If yes, explain briefly_____

Exhibit E

SANDUSKY COUNTY - FREMONT CITY GENERAL HEALTH DISTRICT
SCHOOL HEALTH PROGRAM
VISION & HEARING SCREENING TEST BLANKS

School _____ Teacher _____ Grade _____ Date _____

The names of children may be filled in prior to the time of testing.

Children wearing glasses should be indicated with an asterisk and are to be screened with glasses on only. Record the smallest line which child is able to read satisfactorily. When completed return to your school principal.

No.	NAME	1ST VISION SCREENING		NURSE'S RE-CHECK		HEARING SCREENING		NURSE'S RE-CHECK		COMMENTS	REF
		R	L	R	L	R	L	R	L		
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											

Exhibit F

Therapist copy (white)
Student Record (canary)
PLAN (pink)

Project P.L.A.N. Pre-school Clinic
SPEECH, HEARING AND LANGUAGE SUMMARY

Name_____ Date_____

Birthdate_____ School_____

GENERAL EVALUATION

INTELLIGIBLE SPEECH Yes_____ No_____

COUNTING: 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___
(check last correctly named number given in sequence)

COLORS: red___ green___ blue___ yellow___ orange___ purple___ black___ brown___
(check each known color)

BODY PARTS: (check each known part)

foot____ knee____ stomach____ arm____ hand____ fingers____

mouth____ nose____ eyes____ hair____ ear____

SENSES: What part of your body do you:

hear with_____ see with_____

smell with_____ taste with_____

PREPOSITIONS: (check each correct response)

on____ under____ behind____ in front of____ beside____ in____

RECOMMENDATIONS

1. No apparent needs at this time_____

2. Special need for stimulation and training in the classroom:

auditory_____ articulation_____ language usage_____

3. Further diagnostic evaluation is needed:

	Hearing	Speech	Language Usage	Physical	Psychological	P.O.D. Clinic
At this time						
In the fall						

COMMENTS

Therapist_____

EXHIBIT G

Perceptual Range is derived by finding the difference between child's Chronological Age and his Perceptual Age. The score is thereby individualized and is a developmental measure.

BEERY TEST OF VISUAL MOTOR INTEGRATION

School_____ Teacher_____

Testing Date_____ Grade_____

Referral Number	Name	BD	CA	PA-1	Range	PA-2	Growth

NAME_____ SCHOOL_____ B/D_____ SEX: M F FILE NO._____

Wt._____
Ht._____
Age_____

OBSTACLE COURSE

Trial
1._____ 1/10 sec. A B
2._____ 1/10 sec. A B
3._____ 1/10 sec. A B

MODIFIED STORK STAND

Trial
1._____ 1/10 sec.
2._____ 1/10 sec.
3._____ 1/10 sec.

Supporting Foot: L R

PLANK WALK

Trial
1._____ Pts.
2._____ Pts.

Leading Foot: L R

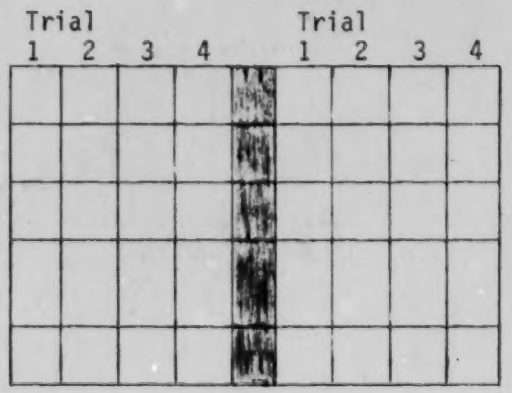
WALL TOSS

	Trial 1	Trial 2
Line A		
	1.	1.
	2.	2.
	3.	3.
	4.	4.

Dominant Hand: L R

BOX CONTROLLED CATCHING

Trial 1	Trial 2
1.	1.
2.	2.
3.	3.
4.	4.



Opposition arm and leg with backswing
Use of body for throw (trunk rotation)
Releases ball beside or just in front of head
Shift of body weight towards throw (forward step on foot opposite of throwing arm)
Follow through (balance maintained)

OTHER PERTINENT INFORMATION:

Orthopedic shoes

Teeth

Physical disability - broken arm, etc.

Mixed hand dominance

SCORING:

I._____
II._____
III._____
IV._____
V._____

TOTAL_____

EXHIBIT H

BEST COPY AVAILABLE

Name _____ Birthdate _____ C.A. _____ yrs. _____ mo. Sex: M ___ F ___
Last First Middle

School of Attendance _____ Place of Birth _____
County State

	Father	Mother
Name		
Address		
Telephone		
Occupation		
Education		
General Health	Age	Age
Other Children in Family: Brothers	____ older	Sisters ____ older
	____ younger	____ younger

Assessment Routing Record

	First Screening	Re-Screening	Parent Conference
Vision			
Hearing			
Speech			
Motor			
VMI			
Soc. Mat.			
Lang. Use.			

Exhibit J

Assessment Summary

Area Evaluated	High	High Average	Average	Satis-factory	Low Average	Low	Add't. Eval. Needed	Add't. Help Needed	Unable to test
Vision									
Hearing									
Speech									
Motor									
Visual-Motor Integration									
Social Maturity									
Language Usage									

Medical History:

Comments:

PLAN (white)
Student Record (canary)
Principal (pink)

Project P.L.A.N.

Sandusky County Schools

1236 Napoleon Street

Fremont, Ohio

43420

SECTION III

PROGRAM IMPLEMENTATION

PROGRAM IMPLEMENTATION

Traditionally, kindergarten programs in most states operate without the benefit of established curriculum guidelines or minimum standards prescribed by the State Department of Education. Project P.L.A.N. utilizes a curriculum framework which encompasses four developmental areas:

Physical Development
Behavioral Development
Intellectual Development
Creative Development

The word "curriculum" is here-in interpreted as including all learning activities influenced or implemented by the school personnel. Educational research generally indicates that the effectiveness of specific methodology is usually influenced by the virtually uncontrollable variable of teacher individuality. For this reason, flexibility of utilization is built into the Developmental Learning Curriculum. Furthermore, personalized educational programming requires a flexible curricular approach.

Teachers utilizing this curriculum (see Exhibit K) construct behavioral goals for their pupils which include individualized measurable performance levels. These goals serve as bases for planning activities which provide the learning experiences needed by the child. Performance level criteria is based on individual performance expectations rather than group means or averages.

Information provided through the Preschool Assessment and Screening program (completed in the spring before kindergarten entry) helps the teacher to plan more efficiently for each child, utilizing his strengths and weaknesses to the best educational advantage. A Developmental Inventory for Pupils (Exhibit L) helps the teacher to focus upon the immediate developmental needs of each child, and provides a record of performance changes which may occur. This inventory coincides with the four areas of the curriculum and provides a measure of pupil progress and program effectiveness.

The schedule of activities for each day should provide learning experiences in physical, behavioral, intellectual, and creative development with a reasonable balance among the four areas. Growth in these areas occurs as children participate in planned learning activities which provide the experiences necessary for development.

It is important that teachers involved in the implementation of the Developmental Learning Curriculum take adequate time to construct measurable goals for teaching activities and have opportunities to share and exchange ideas and experiences regarding the behavioral approach. Ultimately, each teacher will have compiled a planned curriculum, tailored to her (his) own "individuality", flexible enough to meet individual pupil needs, yet designed within a framework common

to the Developmental Learning Curriculum Model

Project P.L.A.N. sponsors inservice meetings including workshops, speakers, discussion panels, and demonstrations, and provides a wide variety of experiences. Time is allotted for the participants to pool their ideas in designing teaching activities in behavioral terms. Each teacher receives a copy of the resulting behavioral objectives to include with the curriculum.

Classroom Management

Efficient behavioral management techniques are vital to the success of this type of program. These terms refer to behavior in a broad sense rather than to classroom discipline, per se. Teachers who are quite masterful in teaching "the class" as a group may experience difficulty in using individualized and small group techniques unless careful planning precedes the action.

Physical structuring of the equipment, materials, and supplies to create natural traffic flow which compliments the activity of the moment is vital to efficient behavioral management. Procedural policies and regulations for individual conduct should be firmly established at the beginning, and kept at a minimum in number.

The physical arrangement of furnishings within the classroom is dependant upon the teacher's individual strengths and weaknesses, the amount of equipment, the size of the room, the location of doors and windows, etc. Careful planning should include anticipated traffic flow patterns which minimize opportunities for congestion or confusion. Consultive assistance in classroom planning is available to teachers through Project P.L.A.N., and inservice activities provide ideas and suggestions for experience activity centers and efficient classroom management.

Instructional materials of all kinds from books to beads, from pictures to puzzles, from worksheets to water-colors, etc. may be categorized into four functional classifications. These are diagramed and described in Exhibit M. Storage facilities designed and organized to accommodate these or similar classifications of instructional materials and devices can greatly enhance classroom behavioral management if used consistently and efficiently. Color coding of storage areas and/or materials provides ready identification for the teacher, but care should be taken to avoid any designation of materials which may point out levels of learning potential to the pupils.

Instructional techniques and strategies which provide for individual learning activities are essential. The transition to these methods from traditional "shotgun" teaching poses problems for some teachers. The Developmental Learning Programmer is an operational management system designed to assist teachers in identifying, tallying, and teaching children at their individual performance levels.

In this system learning activities are listed on a chart vertically, on the left, with performance levels extending to the

right horizontally. These levels are briefly described in behavioral terms. Behind each activity and each performance level is a "pocket" into which pupil name cards can be placed. When the activity is introduced for the first time all pupils' name cards are in the activity pocket. As each child achieves success at a particular performance level, his card is moved to that pocket At the end of the time period allotted for the activity in process, the name cards are left in the pocket indicating the pupil's performance level. This provides the teacher with a ready reference regarding the child's achievement, and a ready index for small group instruction.

The Developmental Learning Programmer (Exhibit N) includes a Teacher's Manual which provides suggested instructional techniques (sample shown as Exhibit O). These suggestions are not presented as being new and revolutionary. They are presented in an effort to share, with new and experienced teachers alike, techniques which will help children to learn.

The Developmental Learning Programmer may be used with existing kindergarten programs or as the basic curriculum. Approximately 200 learning activities are included to stimulate physical, behavioral, intellectual, and creative development.

Instructional sequencing is necessary in moving children through the performance levels. Such sequencing is desirable with regard to some of the activities in relationship to others. It is important to recognize, however, that instructional sequencing should be flexible enough to meet the individual learning patterns of the pupils, rather than to require rigid conformance of the pupil to the instructional sequencing.

EXHIBIT K-1

A BEHAVIORAL APPROACH TO A

DEVELOPMENTAL LEARNING CURRICULUM
(Primary Level)

through

PROJECT P.L.A.N.

The following curriculum outline has been developed around the basic concept that a curriculum which involves young children should include the total of all the learning activities which are influenced or implemented by the school personnel.

Four major goals should be recognized as being integral to the curriculum. These are:

1. To recognize the basic developmental needs of all children.

2. To understand the influences of the environmental background of each child.

3. To utilize the preschool assessment information for planning meaningful learning experiences for each child.

4. To build successes upon each child's individual abilities.

This curriculum is divided into four developmental areas called programs. Each program includes learning experiences which result from planned activities. Measurable behavioral objectives, written to assist with implementation, provide a means of assessing the impact of the activities upon the child's learning.

The four Developmental Programs are the Physical, the Behavioral, the Intellectual, and the Creative.

EXHIBIT K-2

DEVELOPMENTAL LEARNING CURRICULUM

I. Physical Developmental Program

A. Physical Health Experiences

1. Body care and grooming activities

2. Nutrition activities
When served milk at snack time the child drinks all of it four days out of five.*

B. Environmental Health Experiences

1. Safety activities

2. Sanitation activities

3. Conservation activities

C. Motor Developmental Experiences

1. Gross motor activities
When asked by the teacher, the child walks the wide (4") balance beam without hesitating or stepping off.
(Criterion: eight out of ten times.)*
a. Balance

2. Fine motor activities

D. Auditory Acuity Experiences

1. Sound recognition activities
a. Receiving
b. Differentiating
After listening to a group of words, some of which rhyme and some of which do not, the child will orally designate the rhyming words three times out of five.*
c. Responding

E. Visual Acuity Experiences

1. Sight recognition activities
a. Receiving
b. Differentiating
c. Responding

*Sample behavioral objective

F. Speech Experiences

1. Word production activities
   a. Imitation
   b. Articulation
   c. Rate

2. Voice control activities
   a. Pitch or tone
   b. Volume

II. Behavioral Developmental Program

A. Mental Health Experiences

1. Emotional maturation activities

2. Attitude formation activities
   Given pictures which illustrate different emotions, the pupil will select the picture which depicts a specific emotion four out of five times.*

3. Motivational pattern activities

4. Personality development activities

B. Social Skills Experiences

1. Social expectation activities
   a. Family
      Given illustrations showing family life and several words, some of which are not appropriate, the child will select those words which describe the pictures three out of five times.*
   b. School and community
   c. Special occasions

2. Alternative response activities
   a. Family
   b. School and community
   c. Special occasions

III. Intellectual Developmental Program

A. Language Experiences

1. Auditory-perceptual activities

*Sample behavioral objective

2. Visual-perceptual activities
   Given several rows of four pictures, three of which are related and one of which is not, the pupil will identify the unrelated illustration three out of four times.*

3. Communication power activities
   a. Non-verbal understanding
   b. Increasing vocabulary
   c. Expanding oral language patterns
   d. Preparation for written expression

B. Concept Formation Experiences

1. Memorization activities

2. Interpretation activities

3. Application activities

C. Reasoning Experiences

1. Critical analysis activities

2. Problem solving activities

D. Aesthetic Experiences

1. Appreciation activities
   When listening to a humorous story the child indicates his appreciation by laughing at the appropriate incidents for three out of five times.*

2. Participative activities

IV. Creative Developmental Program

A. Convergent-Divergent Thinking Experiences

1. Activities to expand curiosity
   When given the opportunity to explore "feely" boxes (covered boxes containing special materials for identification) by the teacher, the child utilizes the opportunity eighty percent of the time.*

2. Activities to develop imagination

3. Activities to stimulate resourcefulness

4. Activities to encourage acceptance of creativity in others.

5. Activities to encourage acceptance of some limitations.

*Sample behavioral objective

PROJECT P.L.A.N. DEVELOPMENTAL INVENTORY

SCHOOL_____ GRADE_____ YEAR_____

NAME_____

BIRTHDATE_____ MALE_____ FEMALE_____

DOMINANCE -- Hand: R____ L____ Foot: R____ L____

TEACHER COMMENT

USE #2 LEAD PENCIL FOR MARKING. KEY: *0 = Never, 1 = Sometimes, 2 = Often, 3 = Usually or Always

I. PHYSICAL DEVELOPMENTAL PROGRAM

	October				May			
	0	1	2	3	0	1	2	3
a. Handles own clothing (coats, shoes, boots, etc.)								
b. Follows safety rules (school, playground, street)								
c. Demonstrates balance (hops on either foot)								
d. Demonstrates eye-hand coordination (throws, catches, etc.)								
e. Uses walking beam - 4" wide, 2" narrow								
f. Skips on alternate feet								
Speech g. Articulates clearly								
h. Controls volume								
i. Controls pitch and tone								

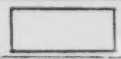
II. BEHAVIORAL DEVELOPMENTAL PROGRAM

	October				May			
	0	1	2	3	0	1	2	3
a. Relates positively to other children								
b. Is able to lead and follow								
c. Is courteous (respects others and their property)								
d. Is alert & self-reliant								
e. Follows directions								
f. Responds to non-verbal communication								

III. INTELLECTUAL DEVELOPMENTAL PROGRAM

Identifies sounds a. High - Low								
b. Loud - Soft								

III. INTELLECTUAL DEVELOPMENTAL PROGRAM
(Continued)

	October				May			
	0	1	2	3	0	1	2	3
c. Repeats varying rhythmic patterns								
d. Identifies beginning sounds of words								
e. Identifies rhyming sounds								
f. Speaks in complete sentences								
g. Identifies similarities in pictures								
h. Identifies differences in pictures								
Names Shapes: i.								
Reproduces: j.								
k.								
l.								
m. 								
n. Identifies primary and secondary colors								
o. Writes own name in manuscript form without sample								
p. Names days of week in order								
q. Tells day before or after any given day								
Number Concepts r. Counts objects to 20								
s. Identifies numerals (to 10) presented in random order								
t. Knows ordinal names (first-through tenth)								

IV. CREATIVE DEVELOPMENTAL PROGRAM

	October				May			
	0	1	2	3	0	1	2	3
Responses are:								
a. Positive								
b. Pertinent								
Enjoys:								
c. Art								
d. Music								
e. Dramatic activities								
f. Stories								
Is creative in:								
g. Art								
h. Music								
i. Dramatic activities								
j. Stories								
k. Solving problems								

I. Physical Developmental Program

A. Physical Health Experiences

1. Body care and grooming activities

a. Before eating, the child washes his hands 100% of the time.

b. When given the items - comb, toothbrush and washcloth, each child will demonstrate the correct use of each item two out of three times.

c. Given the daily activity of going to the restroom, each child will wash his/her hands while being there, four out of the five days of the week.

d. When a child coughs or sneezes, he covers his mouth or nose 90% of the time.

e. When entering the classroom from being outside, the child takes off his coat and hangs it in the appropriate place 5 out of 5 times.

f. When a child is shown appropriate clothing for various weather conditions, such as, raincoats, snow jackets, etc. the child will select the right article to be worn for the weather condition stated by the teacher 4 out of 5 times.

g. When preparing to go outside, the child independently puts on his wraps and manipulates the fastenings 4 out of 5 times.

h. When preparing for gym, the child is able to tie his own shoes 90% of the time.

2. Nutrition acitvities

a. When offered pictures of a variety of meals, the child identifies those which would constitute a good breakfast, lunch, or dinner 80% of the time.

b. When served milk at snack time, the child drinks all of it four days out of five.

c. Having been instructed about why a child should eat a good breakfast, the child when so questioned by the teacher responds with at least one reason four out of five times.

d. Given a variety of food items, the child identifies at least 75% of those items appropriate to a good breakfast at least 4 out of 5 times.

e. Given pictures of a variety of food stuffs, the child classifies correctly at least 90% of those items which are meats and which are vegetables 4 out of 5 times.

B. Environmental Health Experiences

1. Safety activities

a. Following instruction and practice, the child will demonstrate his ability of safely carry his scissors point down 90% of the time.

b. Following instruction and practice, pupils will demonstrate their ability to line up and leave the room in an orderly fashion during fire drills 98% of the time.

c. Given a set of rules for safe hall conduct, the student will show his ability to move from room to room safely 90% of the time.

d. The child will cross at the crossing guard 100%.

e. When the teacher verbally designates a particular safety sign, the child selects the proper one having been taught the shape, color and letters of the common signs (walk, go, wait, slow, yield, railroad crossing and danger) 5 out of 5 times.

f. When a child is confronted with a specific safety sign, he reacts with the appropriate behavior as indicated by the sign 80% of the time.

2. Sanitation activities

a. When getting a drink from a drinking fountain, a child shall do it correctly 85% of the time.

b. When washing his hands, a child shall use the proper amount of liquid soap 80% of the time.

c. After drying his hands, a child shall properly dispose of the paper towel 95% of the time.

d. After using the toilet, a child shall flush it 70% of the time.

e. The pupil will throw his used tissues in the waste-basket 5 out of 5 times.

3. Conservation activities

a. When walking to and from school, a child shall indicate respect for other people's property 75% of the time.

b. When using water, a child shall use only the necessary amount 4 out of 5 times.

C. Motor Developmental Experiences

1. Gross motor activities

a. The child will point to the correct body part named by the teacher 9 out of 10 times.

b. The child will balance for 10 seconds on a given foot (right or left) when asked by the teacher 4 out of 5 times.

c. The child will make five hops on one foot in a given direction when asked by the teacher 9 out of 10 times.

d. The child will make five hops on the opposite foot in a given direction when asked by the teacher 9 out of 10 times.

e. The child will skip on alternating feet in a forward direction when asked by the teacher 4 out of 5 times.

f. Given a bean bag, the child tosses it in the air and catches it three times with 100% accuracy by the end of the year.

g. When asked by the teacher, the child walks the wide (4") balance beam without hesitating or stepping off 8 out of 10 times.

2. Fine motor activities

a. When instructed to use chalk or crayons to draw a picture, the child can grasp, hold the tool and control the direction of his lines 90% of the time.

b. When instructed to make a collage, the child can manipulate the scissors for cutting and use his fingers for placing and gluing the pieces on a background paper 90% of the time.

c. The child will color within lines when directed by the teacher 4 out of 5 times.

d. Given a bead design of varied colors, shapes and sizes, the child will select and string the beads in the correct pattern 4 out of 5 times.

D. Auditory Acuity Experiences

1. Sound recognition activities

a. Given a variety of clapping or tapping sounds, a child will respond with correct pattern 8 out of 10 times.

b. Given a series of recorded sounds, the child will show that he can differentiate between sounds by correctly identifying human and non-human sounds 90% of the time.

c. After listening to the tapping of two water glasses, one filled full and one half full, the child will tell correctly which tone is high and which tone is low 4 out of 5 times by the end of year.

d. After listening to a stick hit the table and a finger hit the table, the child will tell correctly which sound is loud and which is soft 3 out of 3 times.

E. Visual Acuity Experiences

(Definition: The ability to see and to differentiate meaningfully and accurately objects in one's visual field.)

1. Sight recognition activities

a. Given a picture with drawings of a variety of objects of different sizes and shapes, the child will point correctly to the things which belong together, such as, three fishes of different sizes, 4 out of 5 times.

b. Having placed a number of different objects on a table in front of the child and other objects at varying intervals along the chalk tray, the child will point out correctly the object described by the teacher 8 out of 10 times.

c. Given a page of symbols and pictures of objects, the child will point to three different items and describe each one correctly 4 out of 5 times.

d. Given a page of drawings showing depth interpretation, the child will point correctly to the nearest ones 4 out of 5 times.

e. Given objects which are gradually moved into the child's peripheral field, while he sits looking ahead, the child clearly describes them verbally 4 out of 5 times.

F. Speech Experiences

1. Word production activities

a. Given words or syllables spoken by the teacher, the child is able to repeat them by correctly imitation 9 out of 10 times.

b. Given a sequence of pictures (bed, dog, shoe, book, ball, father, pun) the child is able to articulate the vowels properly in the words 9 out of 10 times.

c. Given a "Show and Tell" assignment, the child tells about his article with sentences spoken at a rate of speed which is easily understood 9 out of 10 times.

2. Voice control activities

a. When asked to reproduce a high or low pitched tone with his voice, the child does so correctly 9 out of 10 times.

b. When asked to talk in a whisper or a normal speaking voice, the child complies correctly 9 out of 10 times.

II. Behavioral Developmental Program

A. Mental Health Experiences

1. Emotional maturation activities

   a. When asked to tell things he likes about himself, the child identifies at least two factors 5 out of 5 times.

   b. When asked to tell about an incident that appears unfavorable to him, the child tells the truth 4 out of 5 times.

   c. Given an assignment to be done, the child stays in his seat until it is completed 5 out of 5 times.

   d. When the consequences of his actions are not helpful, the child assumes the responsibility for the incident 3 out of 5 times (Example: "When I threw my coat, it hit John in the face.").

2. Attitude formation activities

   a. When viewing himself and a friend in a tall mirror, the child names some likenesses and differences in their appearances 5 out of 5 times.

   b. When wearing new clothes, such as, a shirt, or shoes, etc., the child takes pride in his appearance by asking the teacher to notice them 5 out of 5 times.

   c. If asked to construct a booklet about "My Family", the child includes a picture and information about himself 1 out of 1 time.

   d. When assigned tasks, the child exhibits a favorable attitude towards school by doing them willingly 4 out of 5 times.

3. Motivational pattern activities

   a. When the teacher encourages the child to try new materials, he does so 4 out of 5 times.

   b. When asked to do tasks which take skill and effort, the child attempts and willingly does them 3 out of 5 times.

4. Personality development activities

   a. When the child's name is used in a singing game, he responds in a positive way 5 out of 5 times.

   b. When hearing five voices including his own on a tape recorder, the child recognizes his own voice 4 out of 5 times.

c. When viewing himself in a full length mirror or photograph, the child names the parts of his body he can see and tells their use 5 out of 5 times.

B. Social Skills Experiences

1. Social expectation activities

a. Non-school activities

1) When overtures of friendship are made by another person, the child responds graciously 4 out of 5 times.

2) When playing with other children, the child refrains from dominating someone smaller and less able than himself 4 out of 5 times.

3) During play times, the child willingly shares his toys with others 4 out of 5 times.

4) The child will find ways to help another child who needs assistance 8 out of 10 times.

5) When questioned, the child will identify and tell things he likes about a friend 9 out of 10 times.

6) When making requests or responding, the child does so in a polite way 4 out of 5 times.

7) In a group discussion, the child will suggest rules of behavior by which he and the others can be guided in their work and play 6 out of 10 times.

b. School activities

1) When greeted by the teacher each day, the child replies 5 out of 5 times.

2) When asked to carry a message to the office, the child goes with a companion 4 out of 5 times.

3) When playing games, the child follows the chosen leader and waits for his turn 6 out of 7 times.

4) When through using materials, the child returns them to their proper place 5 out of 5 times.

5) When playing in play areas and on the playground, the child follows the safety regulations set up by the teacher 4 out of 5 times.

6) During the directed class time, the child raises his hand and does not talk out in response to a question 4 out of 5 times.

7) When asked to sit Indian style with his hands in his lap while a short story is read, the child does so 4 out of 5 times.

8) Given the opportunity of being a room helper, the child accepts the responsibility and follows through the assigned task 9 out of 10 times.

9) Given an assignment, the child works independently without disturbing his neighbor 9 out of 10 times.

10) When requested by the teacher, the child will sing a short song or say a poem before the class group 4 out of 5 times.

11) In certain school situations, the child demonstrates he knows what is expected of him by walking in the halls, listening quietly in the auditorium, at the library, etc. 9 out of 10 times.

12) Upon completing a task, the child refrains from making extra work for others by cleaning up his work space 9 out of 10 times.

13) In a joint effort, such as, a mural for the class, the child cooperates and participates in the project 9 out of 10 times.

14) Having accidently spilled milk on another child's clothing, the child says he is sorry and gets paper towels to wipe up the milk 5 out of 5 times.

15) After the child has properly used and returned materials to their assigned places, he demonstrates expressions of pride and satisfaction in this accomplishment 5 out of 5 times.

2. Alternative responses activities

a. Given a task the child is unable to accomplish, the child rather than discontinuing his efforts, uses an alternative behavior, such as, looking for a similar example, or asking help from another child or an adult 9 out of 10 times.

b. In an intrapersonal situation which provokes frustration and anger within a child, rather than using an aggressive response, the child uses alternative behaviors, such as, talking over the situation, taking turns being the leader, seeking a referee, or temporary separation 4 out of 5 times.

III. Intellectual Development Program

A. Language Experiences

1. Auditory perceptual activities

a. While taking a listening walk or while in the classroom, the child identifies verbally gross sounds heard in the neighborhood 8 out of 10 times. (fire engines, dog barking, etc.)

b. When given simple verbal directions to perform a task, the child responds correctly 8 out of 10 times.

c. When given a sequence of simple rhythms (clap, knock, clap etc.), the child will complete the rhythm when given part of pattern by the teacher 8 out of 10 times.

d. While listening to a recording, the child identifies correctly each animal sound heard 7 out of 10 times.

e. After hearing a description of its function, the child chooses correctly the object described or its picture 8 out of 10 times. (a necklace, a hammer, a sponge, etc.)

f. Given a sequence of events to act out by the teacher, the child remembers and acts out the story in a puppet show 7 out of 10 times.

g. Given sentences that have something wrong in their meanings, the child identifies what is wrong and makes it right 8 out of 10 times. (Charley drank the hamburger.)

h. After hearing a poem read, the child identifies the rhyming words 8 out of 10 times.

i. Given a one syllable word by the teacher, the child names two other words that rhyme with it 8 out of 10 times. (ball, hat, etc.)

j. When given a group of words orally, the child will tell the words which do or do not rhyme correctly 7 out of 10 times.

k. When given verbal clues about an object, the child selects correctly the card on which is pictured the object 9 out of 10 times.

l. Given a sequence of pictures in a row, the child underlines correctly the picture whose name begins with a sound that is different from the others 9 out of 10 times.

m. Given a pile of pictures, the child sorts out those whose names have the same beginning sounds. (star, sun, sky, stop, etc.)

n. When listening to a group of words, the child identifies those that begin with the same consonant sound 9 out of 10 times.

o. When listening to a group of words, the child identifies the word whose initial consonant sound is different from the others.

p. Given a one syllable word like "dig", the child makes new words by changing the initial consonant sounds when asked to do so by the teacher 9 out of 10 times.

q. Given a one syllable word like "cat", the child makes a new word by changing the final consonant sound (cat) when asked to do so by teacher 9 out of 10 times.

2. Visual perceptual activities

a. Given puzzles of 10 or more pieces, the child successfully completes the picture 9 out of 10 times.

b. Given an assortment of picture cards that have matched pairs among them, the child matches the cards that are alike 9 out of 10 times.

c. Given a group of objects, the child sorts and classifies them correctly according to size, shape, or color in response to the teacher's instructions 9 out of 10 times.

d. Given a simple picture with missing elements, the child finds and tells which elements are missing 9 out of 10 times.

e. When shown a card of a particular color, the child selects a card of the same color 10 out of 10 times when requested to do so.

f. When given no more than 8 alphabet letters to match, the child matches like alphabet letters correctly 10 out of 10 times.

g. When assigned the task of making a color scrapbook of red, or yellow, or blue, etc., the child finds pictures in old magazines that fit in the color category and pastes them in it 9 out of 10 times.

h. When asked to name words that contain color names, the child responds with at least one name 9 out of 10 times. (greenhouse, bluebird)

i. Given a group of illustrations, the child arranges the pictures in sequential order and tells the story illustrated 9 out of 10 times.

j. When shown a collection of names, the child will identify his own 10 out of 10 times.

3. Communication power activities

a. Non-verbal expression activities

1) Given the opportunity to use paint brushes and color, the child expresses himself by making drawings and pictures voluntarily 9 out of 10 times.

2) Given modeling material to squeeze, pound, and mold, the child makes forms which help him to express himself 9 out of 10 times.

3) Given music to listen and respond to, the child coordinates his body movements with the rhythm 9 out of 10 times.

b. Increasing vocabulary

1) When taking a walk with the teacher, the child names at least six items selected or pointed out by the teacher 9 out of 10 times.

2) When asked by the teacher, the child demonstrates and names the eight basic locomotor movements 9 out of 10 times. (walk, run, jump, hop, slide, leap, skip, gallop)

3) When asked by the teacher, the child correctly names the body parts designated 9 out of 10 times. (Minimum list: head, shoulders, face, ears, arms, legs, feet, hands, neck, elbows, knees, ankles, toes, and fingers).

4) When using a Touch or Feely Box, etc., the child correctly describes the article felt by using such words as soft, hard, rough, smooth, 9 out of 10 times.

5) When given riddles which describe farm animals, the child completes them correctly 9 out of 10 times. (Example: I swim in the water using my webbed feet. I have feathers on my body. I am a _____.)

6) When given riddles which describe six zoo animals, the child completes them correctly 5 out of 6 times.

7) When shown an item by the teacher, the child describes it using two or more words having similar meanings when asked to do so. (pretty, lovely, beautiful)

8) When asked to compare the sizes of two similar objects of different sizes, the child uses appropriate words of comparison 9 out of 10 times. (large-small, big-little, huge-tiny)

9) When shown pictures of dogs, cats, rabbits, and horses, the child supplies two or more names for each kind of animal when asked to do so. (dogs, puppy, hound, pooch, etc.)

c. Expanding oral language patterns.

1) Given several toys to describe, the child uses both affirmative and negative statements in his descriptions 8 out of 10 times. ("This is a blue car." "It is not an old car.")

2) Given an object to describe placed in comparison with others of different, relative sizes, the child uses appropriate words for his description 8 out of 10 times. ("David is short." "Jane is tall.")

3) When asked to describe the relative location of an object, the child uses the appropriate words for its placement 9 out of 10 times. (Minimum: over, under, in, out, inside, outside, between, beside, in front, behind, on, near, far)

4) When presented a portion of a sentence from a familiar nursery rhyme, poem, or finger play, the child completes it correctly 8 out of 10 times.

5) After listening to a story with a given sentence pattern throughout it, the child repeats correctly the sentence pattern when asked by the teacher 4 out of 5 times. ("Little pig, little pig--let me come in!")

6) When using a toy telephone in free conversation with another child, the child is able to make two or more exchanges of ideas with the other child 9 out of 10 times.

7) When asked by the teacher to retell a story or rhyme, the child does so sequencing the events in proper order using complete sentences 6 out of 10 times.

8) When given either verbal or visual clues by the teacher, the child tells a story of three or more sentences in sequence 4 out of 5 times. (Show some sequential picture cards and ask the child to tell what is happening or use some cartoons from the funnies.)

9) Given either verbal or visual clues by the teacher, the child expands a sentence to six words or more 4 out of 5 times.

d. Preparation for written expression

1) Given the opportunity to express himself through conversation and discussion, the child does so 9 out of 10 times.

2) Having heard new words in use, the child expands his vocabulary by trying them in his speech 4 out of 5 times.

3) When asked to describe a possession or experience, the child can do so by painting or drawing it 4 out of 5 times.

4) Given materials to play with that develop visual-motor coordination such as tools, games, puzzles, the child uses them 9 out of 10 times.

5) Given the opportunity to strengthen hand muscles by using scissors or molding clay, the child does so 10 out of 10 times.

6) Given various opportunities to observe his name written on his possessions and his work, the child identifies his own name 10 out of 10 times.

7) Given a horizontal line to draw on the blackboard, the child controls his hand muscles and focuses his eyes so as to draw the line from left to right across the midpoint of his body 10 out of 10 times.

8) After doing a drawing or painting, the child dictates captions or labels for it 9 out of 10 times.

9) When an experience story about a trip is being dictated to the teacher by the class, the child participates 8 out of 10 times.

10) Given a contained amount of space, the child copies given shapes of objects with its limits 8 out of 10 times.

11) When asked to draw lines from left to right on his paper, the child makes reasonably straight horizontal lines 7 out of 10 times.

12) When asked to draw a curved line, the child moves his pencil in an arc 4 out of 5 times.

13) When asked to draw vertical lines on his paper, the child makes lines reasonably perpendicular to the edge of the paper 9 out of 10 times.

14) When asked to reproduce diagonal lines on his paper or the blackboard, the child makes them with the slant in the direction of the given symbol 9 out of 10 times

15) When asked to make a drawing, the child uses a combination of lines and curves to do so 9 out of 10 times.

16) When asked to write some letters of the alphabet, the child does so and identifies them 8 out of 10 times.

17) Through dictation of a story, the child demonstrates that he perceives that a sentence is made up of words which form a complete thought 7 out of 10 times.

18) When given his name card as a guide, the child is able to copy his own name 9 out of 10 times.

19) Given a group of capital letters and small letters, the child distinguishes between those which are capitals and small letters by pointing correctly 9 out of 10 times.

20) When asked to spell out his first name with alphabet blocks, he demonstrates his perception that words are made up of letters by selecting the correct letters for his own name 9 out of 10 times.

B. Concept Formation Experiences

1. Memorization activities

a. When stories or poems are read aloud by the teacher, the child listens attentively 4 out of 5 times.

b. When asked to chose a story to be read aloud, the child selects a book he wants to hear 4 out of 5 times.

c. When asked to tell about a story or poem he likes, the child uses the repeated phrases or sentences from the high-interest portions of his selection 8 out of 10 times.

d. When playing games to develop auditory sequential memory, the child participates 9 out of 10 times.

e. After hearing a sequence of nouns which were spoken as a picture of each noun was shown, the child verbally repeats the sequence with the pictures hidden 4 out of 5 times.

f. After listening to a sequence of unrelated words, the child repeats the sequence correctly 4 out of 5 times.

g. Having been taught rhyming, rhythmic games like, "Peas, porridge hot," the child plays such a game with other children 3 out of 5 times.

h. Given a command of two or three items, the child correctly carries out the directions given 4 out of 5 times.

i. When playing games to develop visual sequential memory, the child participates 9 out of 10 times.

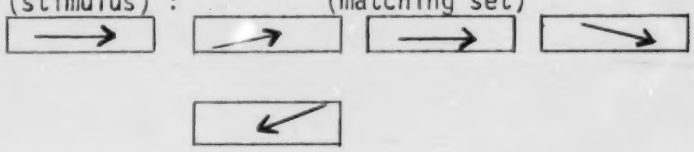
j. After looking out a window for 20 seconds, the child recalls at least five things he saw 4 out of 5 times.

k. Having looked at a group of several objects on a table for 30 seconds and then closing his eyes while an object is removed, the child will open his eyes and correctly guess what is missing 7 out of 10 times.

l. After viewing a sequence of red and black checkers for 10 seconds and then mixing them up, the child recreates the original pattern correctly 7 out of 10 times. (coins may be used also)

m. Having viewed for 10 seconds an arrangement of several known letter and number cards on a chalkboard tray, and then shuffling them, the child correctly rearranges them as they were 7 out of 10 times.

n. Having been shown briefly a stimulus figure of a directional symbol, the child points to a matching card from a group of similar figures with the stimulus card hidden. (stimulus) : (matching set)



o. Shown a word (GO) and then having the word hidden, the child remembers the word and finds it in a group of words 4 out of 5 times.

p. When asked to name the color of a selected object, the child gives the correct primary color of the object 4 out of 5 times.

q. Given a selection of coins, the child distinguishes between those which are pennies and those which are nickles correctly 4 out of 5 times.

r. When asked to count out a specific number of objects (1-5), the child does so correctly 4 out of 5 times.

s. After a walk with the teacher pointing out and describing five of the observed growing things (trees or plants), the child names at least three of the items 4 out of 5 times.

t. For science study of animals, the child correctly named those housed in the classroom 4 out of 5 times.

u. In observing weather phenomena, the child correctly commented on the kind of day it was 4 out of 5 times.

v. When asked, the child will name at least 4 out of 5 ways that people travel.

w. When asked to show or tell articles used by people in community services, the child responds 3 out of 5 times. (library card, policeman's whistle, fireman's hat, etc.)

x. After visiting a supermarket, the child names at least 10 items that one can purchase there 2 out of 3 times.

y. When asked to copy six safety signs, the child does so by placing the correct white letter cut-outs on the appropriate black shapes 5 out of 6 times.

2. Interpretation activities

a. Given two sets to make equivalent, the child matches items one-to-one to make them equal 5 out of 5 times.

b. Given a set to describe, the child uses the numerals one through five to describe the members of it 4 out of 5 times.

c. Given the task of identifying matching sets, the child does so by counting the number of members of each set 4 out of 5 times.

d. When asked to state the cardinal number of an empty set, the child names zero 5 out of 5 times.

e. When shown a set of less than ten members, the child correctly identifies the set with an oral numeral 4 out of 5 times.

f. Given a sequence of pictures, the child demonstrates his knowledge of ordinal members by correctly selecting the proper picture when asked 4 out of 5 times. ("first", "last", "in front of", "in back of")

g. When telling of an event, the child uses words which correctly denote time 4 out of 5 times.

h. When planning group activities for the week, the child interprets and uses the calendar correctly naming the days on which recurring events take place 4 out of 5 times. ("Thursday we go to the library.")

i. When asked to use either the whole or half the paper, the child responds correctly 4 out of 5 times.

j. When asked to tell which way the red line in the thermometer goes when the water is hot or cold, the child responds "up" for "hot" and "down" for "cold" 4 out of 5 times.

k. When measuring a large object, the child uses various units of measurement 3 out of 5 times. (steps, handspans, blocks, foot patterns, etc.)

l. When asked to arrange the hands on a play clock to show the hour or half hour, the child does so 3 out of 5 times.

m. When asked by the teacher to name the days of the week, the child names 5 out of 7 correctly.

n. When asked to name some months of the year, the child names at least 4 out of 12.

o. When asked to name the days he goes to church or to school, the child correctly states "Sunday" or "Monday", etc., 4 out of 5 times.

p. When studying animals, the child helpes with their feeding and care, imitating the teacher's way of watching and handling them 4 out of 5 times.

q. In planning the day's experiences, the child associates the weather with the kinds of activities available 4 out of 5 times.

r. When asked, the child will name at least two community helpers that protect people 2 out of 3 times.

s. When shown pictures of different types of communities (urban, rural, suburban, etc.) the child will tell which picture exemplifies each type 3 out of 5 times.

t. After listening to stories about other peoples and cultures, the child will name at least one difference between our culture and the others 2 out of 3 times.

u. When asked about holidays, the child will name at least two observed by the class and tell the season or time of year they are observed 4 times out of 5.

3. Application activities

a. When asked to construct sets of given numbers (3 members or 5 members, etc.), the child does so correctly 4 out of 5 times.

b. Shown sets of less than 4, the child states the correct number of members without counting 4 out of 5 times.

c. Given a set containing no more than 5 members, the child correctly matches the written numeral with it 4 out of 5 times.

d. Given the numerals one to five printed on cards, the child, when asked correctly, arranges them in order of their value 4 out of 5 times.

e. When playing games, such as, "May I?" or "Plus and Minus" which aid in developing addition and subtraction concepts, the child responds to such requests as "Take two steps forward" or "Move three spaces back" 4 out of 5 times.

f. When asked to carry an oral message to the office, the child remembers and relays it correctly 4 out of 5 times.

g. Given a series of blocks graduated in size, the child, when asked, orders the blocks largest to smallest 4 out of 5 times.

h. Given a word model and a picture clue the child selects and arranges three dimensional letters to form a word to match the model 4 out of 5 times.

i. Given an array of letters of the alphabet varying in size, shape, color, and texture, the child groups the letters which are the same and names at least 4 out of 8 known letters.

j. When participating in a group listening to music or a story, the child knows and anticipates possible activities 4 out of 5 times.

k. When singing in class, the child uses the words of the song and gives an approximately correct musical accent 4 out of 5 times.

l. When studying plant life, the child participates in activities, such as, planting seeds and taking care of the plants 8 out of 10 times.

m. When asked to participate in a simulated traffic game, the child responds correctly to 4 out of 6 appropriate safety signs displayed.

C. Reasoning Activities

1. Critical analysis activities

a. When given known foods to identify by taste, the child names the foods without supportive clues 5 out of 10 times.

b. When given a known odor to smell, the child identifies it without supportive clues 7 out of 10 times.

c. When asked to color a picture, the child selects realistic colors to correspond to the items illustrated 4 out of 5 times.

d. After hearing a story read, the child, when questioned by the teacher, will distinguish between fact and fantasy in the story 3 out of 5 times.

e. When characteristic attributes of an object are given, the child selects the correct object described from a group of objects 4 out of 5 times. (spoon, fork, dish, etc.)

f. When shown a series like these words: go, Grandfather, valid, validity; the child responds correctly to these statements 4 out of 5 times.

1) Which printed word is longer? shorter?

2) Which letters are taller?

3) Which letters go below the line?

g. After hearing a real story and a fanciful story, the child, when questioned, states which is real and which is fanciful and tells how he knows 2 out of 3 times.

h. After a book has been read in class, the child tells the main idea or concept of the story 5 out of 10 times. ("Birds hatch from eggs." "Some animals have become extinct.")

i. Having heard the word used in context, the child determines the meaning of the word 5 out of 10 times. ("The boy's chest hurts " "Put the sweater in the chest.")

j. Given a task, such as, puzzle or bolt board to take apart and then reassemble, the child shows genuine organization in sorting and preparing the parts for assembly 3 out of 5 times.

k. Given the name of a holiday, the child explains the social significance of it after instruction by the teacher 4 out of 5 times.

2. Problem solving - activities

a. When looking at a book, the child uses verbal and visual symbols as routes to the content of the book 3 out of 5 times.

b. When asked to get enough paper for his group (no larger than 5), the child counts the members of his group, counts out the sheets of paper needed, and then passes them to each child 6 out of 10 times.

c. When building with blocks, the child uses vision, verbal descriptions, kinesthetic cues to select blocks of various sizes and shapes needed to make his structure 4 out of 5 times.

d. When playing make-believe characters, the child selects appropriate "dress-up" clothing or props for the role he is assuming 4 out of 5 times.

e. When given some things to taste, the child discriminates and generalizes flavors (chocolate, etc.) 4 out of 5 times.

f. When given the task of reproducing patterns with beads or pegs, the child perceives sizes, colors, and shapes correctly 4 out of 5 times.

g. When planning for a future activity, the child verbally recognizes the clock symbols for setting limits 4 out of 5 times. ("There is not enough time to get out the blocks!")

h. When working puzzles, the child selected the insert to match the space or the space to match the insert picked up 4 out of 5 times.

i. When working puzzles, the child looked at and matched contours 4 out of 5 times.

j. When asked to help set places for a juice time, the child recalls necessary items, surveys the number of children present, assembles and then sets out the right number of places 4 out of 5 times.

k. When asked to share six pieces of candy with two other children, the child finds a solution to divide it equally among the group 4 out of 5 times.

D. Aesthetic Experiences

1. Appreciation activities

a. While painting or resting, the child listens to background music 4 out of 5 times.

b. After listening to a piece of music, the child tells its mood ("a happy song," "a sad song") 4 out of 5 times.

c. When listening to very rhythmic poetry, the child responds physically 3 out of 5 times. ("Hippity hop to the barber shop," etc.)

d. When at a listening center, the child will listen attentively to stories of his choice of medium length (10 min.) 4 out of 5 times.

e. At "reading" time, the child requests poems he likes to hear repeated 8 out of 10 times.

f. At music time the child requests songs he likes to be played or sung 8 out of 10 times.

g. When looking at pictures, the child verbally expresses interest in the action or mood expressed 4 out of 5 times.

h. When given the opportunity to explore working with various media, such as, clay, sand, paints, crayons, cutting, etc., the child participates and experiments with making forms 4 out of 5 times.

i. When listening to a humorous story the child indicates his appreciation by laughing at the appropriate incidents 3 out of 5 times.

2. Participative activities

a. When given a "reading" period, the child selects and "reads" a book thoughtfully 4 out of 5 times.

b. During a group music period of singing, motor rhythms, or rhythm band activities with the piano, the child anticipates and participates in the activities with pleasure 4 out of 5 times.

c. When listening to records, the child knows or suggests possible activities with the selections 4 out of 5 times.

d. When listening to a familiar story with props, the child anticipates incidents and gets out suitable props to be used with the activity 4 out of 5 times.

e. After hearing a story, the child when asked draws a recognizable picture of some incident in the tale 4 out of 5 times.

f. Given art media, such as, paint or clay, etc., the child experiments and elaborates on his effects, such as, combining colors, lines, or forms to make purposeful combinations 4 out of 5 times.

g. Given a familiar poem to be dramatized, the child when asked acts out a given role or sequence 4 out of 5 times.

IV. Creative Developmental Program

A. Convergent - Divergent Thinking Experiences

1. Activities to expand curiosity

a. When given the opportunity to explore "feely" boxes (covered boxes containing special materials for identification) by the teacher, the child utilizes the opportunity 8 out of 10 times.

b. Given a group of substances to taste, the child tries them and verbally describes how they taste 4 out of 5 times. (sweet, sour, salty, hot, smooth, etc.)

c. Given a group of substances to smell while blindfolded, the child names those he knows 4 out of 5 times. (garlic, chocolate, vanilla, vinegar, etc.)

d. Given the opportunity to explore how a mechanical object works, the child involves himself in manipulating and observing the item 4 out of 5 times.

e. Given a group of glasses, the child observes how the sound of a glass gently hit with a pencil changes as he adds water to a glass and how he can make different tones with different water levels in the glasses 4 out of 5 times.

f. Given three closed sacks with different objects in each, the child tries to figure out what is in each sack by feeling them 4 out of 5 times.

g. Given a selection of rhythm band instruments to try, the child explores ways to play them 4 out of 5 times.

h. Given field trips, such as, walks, visits to a farm or a zoo, the child finds at least 3 things about which to ask questions or to make comments on 4 out of 5 times.

i. Given a large magnifying glass to use, the child inspects at least three objects with it to see them more closely 4 out of 5 times. (a snowflake, a hair, etc.)

j. Given a science center with pets, such as, hamsters, gerbils, etc., the child observes and comments on how the pets are alike and different 4 out of 5 times.

2. Activities to develop imagination

a. Given finger paints, paper, and a variety of objects to use in making a design along with using fingers, the child tries different objects to produce an interesting effect 8 out of 10 times. (a comb, a sponge, a brush, a plastic bottle top, etc.)

b. Given realistic "dress-up" supplies selected to give a variety of garments for varying interests with a variety of tactile clues also, the child role-plays different persons according to his selection of clothes 4 out of 5 times.

c. Given an unfamiliar food, such as, "coconut", the child increases his knowledge of it through the use of all his senses, i.e., looks, touches, feels, smells, and verbalizes his findings 4 out of 5 times.

d. Given some safety signs, some cars and blocks, the child makes up a traffic situation to play a "safety game" 3 out of 5 times.

e. Given a set of hand puppets to use, the child makes up a story to tell with them 7 out of 10 times.

f. Given assorted beads and strings, the child makes up his own patterns 4 out of 5 times.

g. Given large cardboard boxes, the child uses them as props for make-believe houses, rooms, stores, trains, etc., 4 out of 5 times.

h. Given clay or some other malleable material, the child experiments with it to form a recognizable object of his own choosing 4 out of 5 times.

i. Given an egg carton and some ideas to stimulate him, the child makes a puppet or animal of his own design 4 out of 5 times.

j. Given sand as an expressive medium, the child molds and shapes the damp sand and/or plays games with it (have a party with sand cupcakes and pour the sand for "tea", etc.) 4 out of 5 times.

3. Activities to stimulate resourcefulness

a. Given play-store materials, the child, when asked, sets up the store and plays the role of shopkeeper 4 out of 5 times.

b. Given an imaginative game involving role-playing, the child improvises necessary props and language to participate in the activity 3 out of 5 times. (Tell the children to pretend there has been an accident and that somebody should be a doctor, the person hurt, etc.)

c. Given the responsibility of assisting at juice time, the child learns to set the tables, to help with pouring, to carry bowls without spilling, etc., with little direction needed from the teacher 4 out of 5 times.

d. Given actual snack foods to prepare after instructions by the teacher, the child scrubbs or peels carrots, celery, etc., 4 out of 5 times.

e. Given the opportunity to participate in preparing simple foods, the child helps measure the ingredients according to the teacher's instruction 4 out of 5 times.

f. When asked to measure an object, such as, the width of a door, the child recognizes the need to use a large unit of measurement, such as, a long block, etc., 4 out of 5 times.

g. Given instruction on making a simple map, the child draws one showing "north" and 5 objects in the room 2 out of 5 times.

h. When asked to determine how many cups it takes to make a quart, the child uses units of liquid measurement to do so 3 out of 5 times.

i. Sent to a known destination in the school building with a message to be transmitted, the child independently travels there and returns without loitering or getting lost 4 out of 5 times.

j. When asked to put on garments to go outdoors, the child shows self-reliance in handling his own garments 4 out of 5 times.

k. When playing on the playground, the child follows rules of safety established by the teacher and avoids hazards without supervision 4 out of 5 times.

4. Activities to encourage acceptance of creativity in others

a. After instruction, given a group project like planting bulbs in a given time limit, the child participates in making class decisions on how to do the job together and helps to do it 3 out of 5 times.

b. Given a class mural to make, the child participates in the designing and painting of it with the others 4 out of 5 times.

c. Given a song with a short refrain, the child participates with the other children in making up new words 3 out of 5 times.

d. Given a story or poem to act out, the child works with the group in deciding how to dramatize it 4 out of 5 times.

e. Having looked at a book or picture made by someone else, the child tells what he likes about it 4 out of 5 times.

f. Having watched a group of children give their presentation of a story, poem, or song, the child shows his appreciation by applauding their efforts 4 out of 5 times.

5. Activities to encourage acceptance of some limitations

a. Given a noise level unacceptable to the child, the child places a "silence" sign on himself and walks around the room for all activity to cease momentarily 3 out of 5 times.

b. Upon observing the "silence" sign on another child, each child stops all activity until the sign is replaced on its hook 5 out of 5 times.

c. When reminded to use his "inside" voice, the child quiets his voice to a normal level 5 out of 5 times.

d. During the playing of games, the child follows the rules of the game 5 out of 5 times.

e. In the teaching of safety rules, the child accepts and follows the rules established by the class for safety in the school 4 out of 5 times.

f. When participating in a group activity, the child takes turns with the others 4 out of 5 times.

g. In the classroom, the child observes rules of courtesy 4 out of 5 times. (listening while others are speaking, not interrupting while someone else is talking)

h. In the classroom, the child follows the established rules for "free play" 4 out of 5 times.

EXHIBIT M

Instructional Materials Classifications
for Classroom Storage and Efficient Utilization

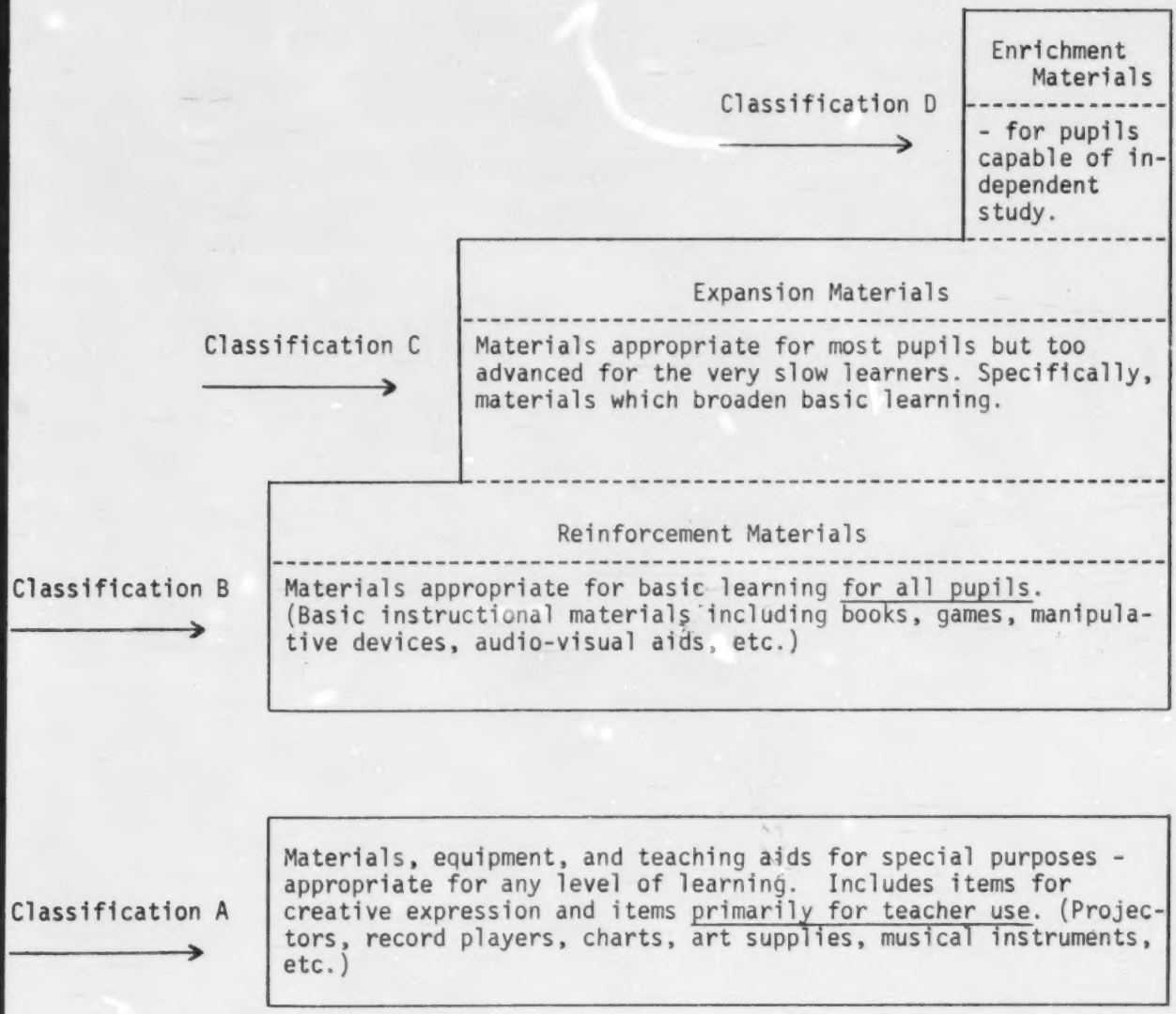

Classification D
Enrichment Materials
- for pupils capable of independent study.
Classification C
Expansion Materials
Materials appropriate for most pupils but too advanced for the very slow learners. Specifically, materials which broaden basic learning.
Classification B
Reinforcement Materials
Materials appropriate for basic learning for all pupils. (Basic instructional materials including books, games, manipulative devices, audio-visual aids, etc.)
Classification A
Materials, equipment, and teaching aids for special purposes - appropriate for any level of learning. Includes items for creative expression and items primarily for teacher use. (Projectors, record players, charts, art supplies, musical instruments, etc.)

EXHIBIT N

DEVELOPMENTAL LEARNING PROGRAMMER

ACTIVITY	PERFORMANCE LEVELS			
	Step 1	Step 2	Step 3	Step 4
INTELLECTUAL DEVELOPMENT Numbers and Numerals	Understands concepts of one and more than one	Counts in ordinal sequence	Recognizes single numerals in random order	Can group articles in variety of number patterns
Picture Matching	Understands "like" and "different"	Awareness and recognition of some "likes" & "differences"	Identifies one varying criterion (color, shape, design)	Identifies all varying criterion

EXHIBIT O

II-C Instructional Procedures - NUMBERS AND NUMERALS

Step 1. Reinforcement of number sequences, 1 to 5. Comparison of one to two, one to three, one to four, and one to five, using concrete materials (sticks, marbles, coins, people, etc.).

Step 2. Count in ordinal sequence. Develop and reinforce concept of 2 in relation to 1, 3, 4 and 5. Utilize groups of 2 like objects (2 hands, two eyes, two coins, etc. and two children sharing two apples, toys, or pieces of candy - one for each).

Step 3. Develop and reinforce concept of 3, 4, and 5 (as in Step 2, above).

Step 4. Involve children in selecting pieces of candy, nuts, toys, etc. and match them with the correct numerals. Use a number line on the floor requesting children to move from one numeral to another, "higher" or "lower" or "next" numeral. Develop and reinforce larger number concepts when children show the ability to advance.

NOTE: If the school uses "modern math" textbooks, the teacher will probably want to establish an appropriate vocabulary with the kindergartners.

Project P.L.A.N.

Sandusky County Schools

1236 Napoleon Street

Fremont, Ohio

43420

SECTION IV

FOLLOW-THROUGH SERVICES

FOLLOW-THROUGH SERVICES

Diagnostic Referral Services are provided for pupils in classes served by Project P.L.A.N. Such services may be requested by school personnel or parents, must be approved by the school principal if the child is enrolled, and if possible the parents are involved. Such referrals may result from the spring preschool screenings, in cases where in-depth diagnosis is required. Past experience has shown that about 20% of the children screened are so referred.

Referrals may be for problems relating to health and physical well-being, social adjustment and mental health, or academic and learning progress. Diagnostic professionals available include pediatricians, otologists, audiologists, opthalmologists, optometrists, psychologists, psychometrists, and other special diagnosticians. Three types of diagnostic clinics are conducted several times each year. Pediatric-Educational-Diagnostic (PED) clinics serve children whose educational problems seem to be of physical nature, but are not primarily vision, speech, or hearing. Diagnostic-Ocular-Pediatric (DOP) clinics serve children with vision problems, and Pediatric-Otological-Diagnostic (POD) clinics serve children with speech or hearing disorders. Financial support for these clinics is shared by the Ohio Department of Health, Bureau of Crippled Children's Services, and Project P.L.A.N.

The services of these clinics are coordinated by the Health Services Coordinator of Project P.L.A.N. Such coordination is essential to provide for maximum efficient use of professional time, and to assure the implementation of appropriate follow-through with corrective or remedial recommendations.

Members of the project staff assist teachers in the implementation of corrective or remedial recommendations. This staff includes competence in the areas of physical, behavioral, and intellectual development. The staff is not sufficient in number to carry on lengthy remedial or corrective activities with the children. These personnel demonstrate to the teachers methods, techniques, and strategies through which the child's individual needs can be met. They recommend and procure various instructional aids and materials from the PLAN resource center and the IRMC PUPIL Satellite which teachers may use to meet pupil needs. They serve in a liaison capacity between the teachers and the physicians, psychologists, and other practitioners. PLAN staff members will meet with school personnel in parent conferences, if this is desired.

Preschool screening and learning assessment is offered for all children in the geographic area served by Project P.L.A.N. For various reasons, a few parents cannot or do not bring their children to these programs. For this reason, a procedure (Exhibit P) is recommended whereby the child may be served early in the school year.

EXHIBIT P

PROJECT P.L.A.N.

Problem: How to service pupils who start school in the fall but have not been through the preschool screening and learning assessment program.

The following solution to this problem seems appropriate since it may be the one which could most easily be integrated into the regular school program after federal funding for PLAN ceases.

Those kindergartners (or first graders) mentioned above could be served as follows:

Step 1 -- Teachers should carefully observe these pupils in the classroom for several days, recording observed behavior on forms similar to those attached (Form TO-1, TO-2).

Step 2 -- Teacher should administer the Beery Test of Visual-Motor Integration (administration time about five minutes). Copies are available for loan at the PUPIL-Personnel Service Center.

Step 3 -- Children who appear to have problems in vision, hearing, social adjustment or visual-motor integration should be referred to the appropriate school special service personnel. If such a person is not a member of the school staff, referrals may be made to the PUPIL-Personnel Service Center or a similar referral agency.

Step 4 -- School special service personnel may wish to refer children for indepth evaluation at POD, PED, or DOP clinics, Sandusky Valley Guidance Center, or similar referral agencies.

Exhibit P-2 SOCIAL BEHAVIOR CHECKLIST Form TO-1

me _____ B.D. _____

hool _____ Date _____

Qualifiers havior Observed	3	2	1
Reaction to parent	readily separates	separates with urging	clings
Verbalized responses	positive and pertinent	variable quality	lacking negative
General attitude	smiles	neutral	crying
Peer interaction	cooperative	tolerant	withdrawn aggressive
Reaction to authority	responds willingly	responds reluctantly	resists
Social distance	comfortable: close or at a distance	withdraws from initiates close or physical contact	rejects demands close or physical contact
Follows directions	quickly and quietly	needs encouragement from peers or adults	no response resists
Behavioral pattern	self-control	controlled with adult scrutiny	erratic, purposeless activity
Attention Span	works on task to completion	attends to tasks with adult urging	very distractible
Independence	cares for own needs adequately	attempts tasks with adult direction	needs adult to do things for him
Totals	_____ +	_____ +	_____ = 10)

Interpretation of scores:
- 2.5 and above: Child should present little behavior problem to teacher
- 1.5 to 2.5 : Child is exhibiting some behaviors which will need modification
- 1.0 to 1.5 : Child is exhibiting many unacceptable behaviors which will need close attention for modifying

Indications of Reward Response:

s	No	Not Observed	
	___	___	Verbal praise
	___	___	Time with games or toys
	___	___	Attention from adult
	___	___	Attention from peers
	___	___	Physical closeness

Other Pertinent Observations:

Perseverates, screams, shouts, etc.

High	High average	Average	Low Average	Low
2.8+	2.5-2.7	2.1-2.4	1.8-2.0	0-1.7

EXHIBIT P-3 Form TO-2

TEACHER OBSERVATIONS FOR EYE, EAR, OR SPEECH PROBLEMS*

EYES

Behavior

_____Rubs eyes excessively.
_____Shuts or covers one eye, tilts head or throusts head forward.
_____Has difficulty in reading or in other work requiring close use of the eyes.
_____Blinks more than usual or is irritable when doing close work.
_____Holds books close to eyes.
_____Is unable to see distant things clearly.
_____Squints eyelids together or frowns.

Appearance

_____Crossed eyes.
_____Red-rimmed, encrusted, or swollen eyelids.
_____Inflamed or watery eyes.
_____Recurring styes.

Complaints

_____Eyes itch, burn or feel scratchy.
_____Cannot see well.
_____Dizziness, headaches, or nausea following close eye work.
_____Blurred or double vision.

Teacher Comments:

EARS

_____Discharge from ears.
_____Earache.
_____Failure to follow directions.
_____Inattention.
_____Turns head to listen.
_____Other_____
_____

SPEECH

_____Hesitation and pauses in speech.
_____Speech defects, stutter, lisps, etc.
_____Unusual voice quality.
_____Other_____
_____

*Adapted from Pub. G-102, National Society for Prevention of Blindness.

Summary

In an attempt to increase the incidence of pupil success at the Primary levels in the Schools of Sandusky County, Project PLAN provides a pre-school assessment and screening program correlated with a program of individualized instruction. In combination these programs comprise the Developmental Learning Curriculum (DLC) which is based upon a Developmental Learning Model. This model resulted from first year project activities (1970-71) when exploratory classes were established to adequately and effectively utilize the information collected during the pre-school assessment and screening. Project PLAN's objectives for 1971-72 were (1) to train the participating teachers in the methodology common to the DLC and (2) to implement this curriculum with successful results in terms of pupil performance. Participants in both programs totaled 22 teachers and 941 pupils. An additional 7 teachers and 302 pupils participated in the pre-school assessment and screening, but did not attempt to fully implement the DLC.

Pre and in-service training activities and workshops totaled about 24 hours for the participating teachers. During this time over 500 measurable behavioral objectives were constructed by the participants. Teachers indicated that, as a result of this exposure to teaching through behavioral objectives, they used these methods for individualized instructional purposes with 264 of their pupils. Pre and post teacher performance assessment seems to indicate that their style of teaching changed considerably in the direction of the desired change. In other words, it appears that these teachers did indeed learn and implement much of the methodology common to the DLC.

Pupil performance assessment using pre, interim, and post-testing techniques seems to indicate that the implementation was successful. Using a developmental inventory rating scale, the teachers rated the pupils significantly higher in January than in October and significantly higher in May than in January. Metropolitan Reading Readiness percentiles collected from 8 of the participating classes indicated that the pupils were achieving at or beyond expectation - no class was achieving below expectations.

A total of 1,013 pre-schoolers participated in the learning assessment and screening program conducted this spring. Follow-up activities are in process to assure care and correction for their needs prior to their entrance into kindergarten this fall (1972).

Reports from principals of the participating schools indicate that the numbers of first grade failures (retentions) are becoming less. Pre-project data showed that approximately 13% of the pupils enrolled in first grade were not promoted to second grade without repeating first. Data for this year shows that less than 9% were retained.

Goals for 1972-73 are (1) to transfer responsibility for the pre-school assessment and screening program from the PLAN staff to the school staffs and (2) to cause the Developmental Learning Curriculum to become an integral part of the total curricular programs of the area schools by indepth implementation procedures.